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the life of the author whose work follows are to be commended. Students of all ages and grades cannot learn too soon that what they read is not "words, words, words," but literature.

Mount Holyoke College.

MARY V. YOUNG.

**Colomba**, edited by William W. Lamb. Scott, Foresman & Co., 1917. 353 pp. 96 cents.

It is refreshing to note occasionally in the modern stress of rapid reading of language texts, the now too infrequent plea for more intensive study of a foreign masterpiece. In Dr. Lamb's new edition of Prosper Mérimée's *Colomba*, the insistence is upon thoroughness. This work will consequently recommend itself to teachers with students at that stage in the acquisition of French when the study of formal grammar has ceased and a tendency to "slip" has begun to be noted. Such might be the case about the end of the second or the beginning of the third year in high school. The method of Dr. Lamb will scarcely appeal to teachers of college classes on account of their lack of time usually for so slow and intensive a procedure.

The editor has in the main divided his text into two page lessons with a set of material for drill work placed generally in the lower half of the second page. This material he subdivides into as many as eight parts:—I. a grammatical theme; II. a list of verb regimens; III. an exercise in the conversational use of one of these verbs; IV. a verb drill; V. a drill on syntax; VI. questions in French on the text; VII. a theme for free composition; VIII. material in English for translation into French.

It will be seen thus that the daily lessons are accompanied by abundant material for grammatical study in conjunction with the text. All eight subdivisions, however, are not found regularly in each lesson; some are omitted occasionally. As the notes on the text are extremely copious, the drill on the syntax (Exercise V) assumes an importance of major calibre. The author lays stress on the fact that, whatever the teacher may care to omit from the other seven exercises, this one should be retained in order that the maximum benefit be obtained from the study of the notes. Otherwise the student would utilize them merely for the elucidation of the text.

The text and accompanying exercises occupy the first 180 pages of the book. Then follow in order 75 pages of compactly printed notes full of suggestive material, a grammatical appendix of about twenty pages, several pages of useful verb regimens and idioms, and finally the vocabulary. A succinct account of Mérimée is given in the introduction. An excellent map of Corsica faces the first page of the text, and occasional cuts illustrate the text or give views of the island.

The physical make up of the book is excellent. The print is a trifle compact, but extremely legible. The text is unusually free from errors; the vocabulary, generally the one place where slovenly work manifests itself, is in Dr. Lamb's book prepared with care. But two misprints have been noted in the text: "capello" for "cappello" (p. 24) and the obvious "le chambre" for "la chambre" (p. 124).

While Mérimée's text is given in its entirety, one or two alterations, as well as three omissions, have been noted. The omission in Chapter XI is unimportant; another in Chapter XII, the splendid and dramatic scene at the house of the dead peasant, is to be regretted. All of Chapter XX is left out.

Dr. Lamb is to be commended for the extreme care and labor he must have put on his text. If any criticism must be made, it is that the editor explains too much. The references to the notes are so frequent that the reading of the text is interrupted at almost every step. For schools where the teachers lack a full control over spoken French this book will prove invaluable. For purposes of drill, review of grammar and intensive study of syntax, one could not easily suggest better material.

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